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ABSTRACT

In developing evaluation techniques for its 28 accredited vocational and technical programs, the major goals of Oakton Community College were (1) program improvement and (2) communication of needs and findings between users and trainers. One of four Clusters containing several diverse vocational/technical curricula was selected for initial evaluation. Three tasks were then defined: to identify occupational competencies in each curriculum and determine the kinds of information needed to evaluate that area; to determine who should be asked to supply information; and to construct surveys that reflected the information sought and that met the goals of improvement in curricula and communication. The construction process involved vocational coordinators, an advisory committee, and the institutional research office. Curriculum graduates and their addresses were also identified. Expected outcomes of the evaluation process include efficiency in saking external funding reports, and providing internal information on the reliability and validity of the evaluation process. Sample employer and graduate survey instruments are appended. (RT)

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Locally Directed Evaluation:
A Progress Report on Vocational/Technical Curriculum Evaluation
At Oakton Community College

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Director of Instructional Research and Evaluation
January 18, 1978

JC 780 069

Vocational/Technical Evaluation at Oakton Community College

I. What it is, why we do it:

Vocational technical evaluation refers to taking a deep look at each occupational curriculum offered with the objective of training individuals to go directly into the work force upon completion of their schooling.

Oakton Community College currently has 28 accredited vocational-technical curricula (not including cooperative programs with other schools). These include a wide variety of subjects and technologies, ranging alphabetically from Accounting Associate to Transportation and Traffic Management. Also included are such curricula as Agricultural Marketing, Data Processing, Fire Science, Law Enforcement, Marketing Management, Practical Nursing, and Secretarial Science, to mention a few that illustrate the scope of Oakton's Vo-tech curricula.

Public Law 94-482, of the 94th Congress, made it mandatory to evaluate all vocational technical programs currently receiving federal funding by October 1, 1982. The date that the evaluations were to begin was October 1, 1977. This means that in the space of 5 years all programs in 50 states, and in the territories administered by the United States, will have been evaluated. It also means that timetables must be adhered to. Since the sanction is withdrawal of funding, it is in the interest of those concerned to insure that each curriculum is evaluated according to the guide that has been established for that activity. However, no funds are supplied for performing the extensive evaluation required. Whatever it costs to do this job, therefore, comes out of the operating budgets of the curricula themselves, or from the institution sponsoring them. This means that great care must be taken to do both a thorough and economical job of evaluation. It further means that the larger share of time is spent on planning.

Programs involved in vocational-technical evaluation mandated by the federal law are usually those found in the upper two years of high school and the lower two years of postsecondary education. Funding for many of these programs is indirect rather than direct. That is, monies do not come straight from H.E.W. but are funneled into the programs through various state, federal, and local agencies. In Illinois, the agency having this responsibility is the Department of Adult, Vocational and Technical Education (D.A.V.T.E.). This department of the Illinois Office of Education had to devise a plan for vocational-technical evaluation and elected to produce a statewide plan. D.A.V.T.E. contracted for development and field testing of an evaluation plan called Locally Directed Evaluation. The plan (and its guidebooks) were disseminated at day-long workshops

conducted during 1976 and 1977 before the evaluation was to begin. The plan adopted was developed as a result of a three year research project. Oakton Community College's Director of Instructional Research and Evaluation attended one of the workshops on Locally Directed Evaluation, returning with knowledge and the guidebooks. The latter provide models but do not prescribe for the specific evaluation of any curriculum: they give possible outlines, suggest procedures, provide sample questionnaires, describe available filmstrips and other tools.

The Illinois plan relies upon local control and autonomy in the evaluation process, which nevertheless must cover the 16 elements agreed upon for each curriculum. (A complete list of the 16 elements may be found in Appendix A) Among the elements investigated are evaluation of the curriculum by its graduates, by employers of graduates, by a cost analysis, by career counselors, or career counseling and a number of important program aspects.

There are two major goals for the vocational-technical evaluation. One of these is program improvement. It is imperative to look closely at each program to determine: 1) what the program is doing well to ensure continued support and progress, and 2) to determine where improvement is needed and to embark upon providing that improvement. Then, vocational-technical evaluation is an opportunity for Oakton Community College to establish base lines for each curriculum on 16 dimensions, making data available for continuous and periodic reviews. Provision of state and federally required information will also be simplified. In addition, strong programs can be identified, along with model aspects of other programs. Successful OCC faculty devised methods can be used in programs needing specific assistance. This is the cross fertilization aspect of the vo-tech evaluation process. A secondary goal, is that of communication of needs and findings between users and trainers. This means that a cooperative effort is indicated in the vocational-technical evaluation process. Included here are at least administrators, faculty, and advisory committee members for each curriculum evaluated. Current design of educational evaluation and research also includes the consumers: the students, as active participants. Their views can add valuable insights often overlooked by those having different perspectives.

II. Our Time Table

The task at Oakton involves four Clusters currently containing 28 vo-tech curricula. Oakton's vo-tech offerings are anything but static: programs are moved, added, and accredited. We have every reason to believe that the evaluation task will be far larger than the number of programs we currently have. In fact, we

assume that it will be a continuous task. With these facts in mind, we formulated a time table.

Cluster One was chosen to run through the evaluation process first to ensure that subsequent clusters could be smoothly evaluated. Cluster One was chosen for a number of reasons: it contained a small number of diverse content vo-tech curricula, including some of OCC's most popular and successful, and some that had small enrollments; the four curricula involved when vo-tech evaluation began were: Accounting, Data Processing, Electronic Technology, and Licensed Practical Nursing. Cluster One was chosen first because its Dean had considerable institutional and instructional research experience and it was thought that these skills would help establish a trouble free vo-tech evaluation process. So it was decided to test the OCC version of Locally Directed Evaluation with Cluster One, adding other clusters in subsequent semesters.

The first semester, as expected, there were a lot of bugs in our procedure. As we move to the next Cluster, things will be smoother. However, during the Spring, 1978 semester, we move into the second phase of evaluation with Cluster One. In other words, Cluster One will be finished with the entire process before any other cluster, but all clusters will go through the process. In the final evaluation stage, programs that have been accredited since the beginning of the study, and programs that have been shifted from one cluster to another, will be picked up. Let's turn now to the design of the evaluation.

III. The Design

As can be surmised from what has been said so far, the design is an evolving one; we cannot explain the entire design or its specifics at this time. We do not know where we are going, what we have to do, when it must be completed. We cannot put the whole thing into a nutshell, and will be unable to do that until we have completed the next to the last step with Cluster One. We can recapitulate what has been done so far, and we can sketch what we plan to do next.

It seems wise to begin with the organizational aspects of the OCC vo-tech evaluation. The Assistant Vice President for Vocational Curricula, the Dean of Cluster One, the Director of Instructional Research and Evaluation and the vocational coordinators of Cluster One were the basic team. These individuals met in various combinations and decided how to organize the evaluation process. It was, of course, clear that the evaluation had to be done. However, there was considerable question about who was going to do what, how much of it, and when. As was mentioned earlier, there was considerable reluctance related to this issue since most of the persons involved realized that vo-tech evaluation was a very large job, and without

exception those concerned already were doing very large jobs. Thus there was considerable negotiation needed, as well as dovetailing of timetables. A great deal of the work involved had to be done by generating and checking computer outputs, and by putting data back into the computer. Methods had to be evolved for handling this. Considerable delay resulted connected with data management despite great good will from the Computer Center which was unprepared for both the load and questions the vo-tech evaluation entailed. It was lucky, therefore, that we were working with a small group.

The elements looked at during the first evaluation phase involved the following: 1) identifying occupational competencies for each curriculum--a task which the vocational coordinator, possessing expertise, was expected to do. Occupational competencies (behaviors which were to be demonstrated by those who have completed the curriculum satisfactorily) had to be identified for each course within the curriculum as well as for the entire curriculum. Once the occupational competencies are at hand, it is possible to determine the kinds of information needed to evaluate the programs. 2) Who was to be asked to supply the information we needed to collect was the crux of the next task. We knew that graduates and their employers were likely targets. We knew the names of the graduates; we hoped that they would supply the names of their employers. 3) Then we needed to construct the surveys, or information gathering instruments reflecting the occupational competencies that would aid us in gathering the information sought and in meeting the goals of improvements in curricula and communication between users and trainers.

These tasks may sound simple. A glance at what was involved in getting the student and employer questionnaires ready to be sent may dispell this illusion. A series of meetings was held with the coordinators during which they were furnished with sample sets of questions and asked to suggest items for inclusion in the OCC surveys. After several meetings, 11 questions were chosen to be asked of all graduates. Each coordinator was also asked to suggest items or topics that related to his/her program and would furnish valuable information to the program. Eventually questionnaires for both students and employers were constructed. Where no other source was willing to provide program specific items, the Director of Instructional Research and Evaluation constructed scales and field tested them on any practitioner who appeared in the I.R.E. Office for any reason. (It needs to be pointed out that the expert in Test and Questionnaire construction and analysis usually is not an expert in such matters as Accounting, or Electronics Technology, to mention but two truthful examples).

Once the surveys were constructed, they needed to be checked, coded, (for later computer analysis of returns), typed, and proofread several times. The

surveys also needed to be approved by the vocational coordinators. There were long delays at this point, and much gnashing of the collective teeth of the evaluation group.

At the same time that the surveys were being produced, curriculum graduates had to be identified. This involved obtaining names, sending for transcripts in order to obtain addresses, checking the addresses against various directories. In short, there was a great deal of time consuming detail work which had to be done. There also was the framing and producing of the cover letters for the surveys to employers and students.

At that point, just when the surveys were being sent to the printer, and when the process finally seemed to jell, one coordinator announced that an Advisory Committee wished to see the materials produced and to approve them. The Director of Instructional Research and Evaluation was both elated and flabbergasted. There would be additional delay; it was highly desirable to include community representatives in the evaluation process, something which had not happened earlier despite much urging. (A sample set of the materials prepared is included as Appendix B).

When Phase One B, the addition of another cluster begins in a few weeks, much of what has been described above will not need to be repeated. The basic 11 questions for students, and the basic employer questionnaire will become the OCC prototype. The new vocational coordinators will need to provide occupational competencies and program specific items, but they will have OCC models to use as formats. And the administrators heading the vo-tech evaluation will be equipped with confidence (after all, we did get through a dry run) as well as manuals documenting each step of sequence. We will also, as the data comes in from graduates and their employers, make additions to the computerized information which will be available to the OCC community. There will be a Phase One report for each program. Such reports will be circulated. By the time the process is complete, there will be at least 28 reports for each Phase. On the other hand, for each program, all the Phase reports will be compiled to produce a comprehensive report. These documents should increase in value with the passage of time. They will represent a tremendous informational and data resource for OCC.

Since our design has been set out in Phases which each curriculum will go through, we will have parallel reports for all programs. This means that we will be able to compare, for instance, on-the-job-advancement during the first year out of OCC for Automotive Technology and Electronics Technology, or graduate satisfaction with the curricula in Secretarial Science and Agricultural Marketing. We call this across-program-comparisons. It is not the only kind of comparison the vo-technical evaluation will enable us to make. We will also be able to

examine a program in-depth as was mentioned in the evaluation goals (see page 2). In other words, we will be getting more out of this than is prescribed by Public Law 94-482.

In the Spring, 1978 semester, we begin a study of the tasks involving Student Development Faculty. A new group of people will be added to the evaluation team for this Phase Two effort. These will be persons who have expertise in student concerns such as career, personal, and academic matters. Their help will enable us to devise methods of tapping how well our programs meet student needs. We will probably also start using student subjects who are currently enrolled in the programs.

Obviously, a great deal of data is generated by the evaluation process. One of the main aims is to insure that the data collected is useful, the other is to make sure that it is used. We are watching this very carefully. It also is quite obvious that many people are involved in large scale evaluation efforts, and that such involvements are best justified when those involved have programmatic or informational responsibilities and are expected to be interested in the process. What needs to be shown to those persons is that there is a dramatic pay-off for them. They need to experience the utility of having needed information on hand, and the knowledge that its quality was enhanced by their participation. We hope that those who are involved in this project emerge with this satisfaction. There also is the larger picture: what does Oakton Community College expect to get out of this large effort?

IV. Expected Outcomes

Outcomes would be external: efficiency in making state and federal required reports connected with programs, grant applications, federal funding. Other external reports would be those made in response to community requests for information. Such items as state approval to begin a desired new program, relocation to our district of a major industrial facility, or major federal funding are possibilities that come to mind in the external results category. Succintly put the phrases coming to mind are: enhanced credibility, doing the job, on the ball, tight ship, and efficient operation. We KNOW we have these things; it is important that the publics mentioned perceive Oakton the way we do.

Outcomes would also be internal: in evaluation having a method cuts down the madness. There is sure to be more evaluation, whether for accountability purposes or some of the others mentioned, in the future. We will know how to proceed. We will also be able to do things directly relevant to the consumers: furnish starting salaries and typical increments for all programs evaluated, as well as employment

probability rates. Such information will be readily accessible to those who need it. We will be able to plan refresher courses for our employed constituents who want them, and such courses will be timely. We will have contacts for each program whom we can telephone at any time we want to update information. Such community resources to Oakton might also decide to participate more fully in Oakton as potential Occupational Curricula Advisory Committee members. Internally, we also should have valuable information on how reliable and valid our evaluation process is. The first point, reliability, deals with the consistency of the measurement: do we get similar results each time we take it? The second point, validity, concerns how well we measure what we say we are measuring. One of the better ways to stay in touch with these concerns is to have a recycling evaluation; this is precisely what we have designed. We do not plan to lose any of our hard won information by letting it rust or evaporate. When a curriculum has finished the Evaluation cycle, it will begin again at Phase 1. Thus all programs will have current information at their fingertips. The best validation is that of continuity over time and tasks.

While this report has not provided a tremendous amount of detail, it should be clear that we are talking about extremely practical outcomes of the vo-tech evaluation. Among these is having good data that can be used in decision-making. Finally, having once done the evaluation, and ideally having once re-evaluated portion of the same programs, we ought to be able to project into and stimulate the future, thereby not only improving our system and our product, but saving a great deal of time for a large number of people.

Appendix A

Tasks for a Locally Directed Evaluation

- *1. Developing an Evaluation
- *2. Student Follow-up Survey
- *3. Employer Follow-up Survey
- 4. Student Evaluation of Instruction
- 5. Assessment of Student Services
- 6. Assessing Student Career Interest
- 7. Assessment of Instructional Materials
- 8. Evaluation of Facilities
- 9. Internal/External Team Review
- 10. Evaluating the Career Information Program
- 11. Personnel Evaluation and Development
- *12. Identification of Occupational Competencies
- 13. Assessment of Services for the Disadvantaged and Handicapped
- 14. Assessment of Student Attainment of Objectives
- 15. Cost/Outcome Analysis
- 16. Analysis of Community Resources

from, Wentling, Tim L. Handbook 1. Locally Directed Evaluation, 1976

* tasks in Phase One

Appendix B

Materials generated in Phase One of Locally Directed Evaluation

Contents:

letter to students (graduates)

1 Student Questionnaire

letter to employer

1 Employer Questionnaire



Oakton 7500 Morris Ave.
Community Morton Grove, Illinois 60053
College 312 / 587 5100

Electronics Technology Room 141

Dear

We need your help. We are currently conducting a study to evaluate the effectiveness of the Electronics Technology training we offer to Oakton Community College students. As an employer of our former students, we would like to ask a favor of you.

We have enclosed a short evaluation form which we hope can be filled out in a very few minutes. No employer, employee, or supervisor will be identified in the results of this study, and all responses will be kept in complete confidence.

Your answers, along with those of other employers of Oakton trained Electronics Technology students will be analyzed by our Research Office. By your answers, we hope to identify the strengths and weaknesses of our present Electronics Technology program.

You will be making a valuable contribution to the improvement of the training of future Electronics Technology students. Please return the completed questionnaire and mail it to me in the stamped, self-addressed envelope.

Thank you so much for your help.

Sincerely yours,

Thomas Witte
Associate Professor of Electronics
Technology

Emily B. Kirby, Ph. D
Director of Instructional
Research and Evaluation

EBK/sas
11/7/77

EMPLOYER EVALUATION OF PROGRAM GRADUATE

NOTE: The information reported in this survey will be used for occupational education planning purposes only and the source of the information will not be divulged to any other agency or party.

1. Name of Employee _____
2. Name of Employing Organization _____
3. Maining Address _____
(number) (street) (town) (state) (zip)
4. Telephone Number _____
5. Name of Person Completing Form _____
6. Your Position or Title _____
7. Total Number of Employees in Your Organization or Business _____
8. The Major Function of This Business is _____
9. Job Performed by Above Named Employee _____

General Traits

Please rate each of the general traits of this employee.
Circle the rating on the scale to the right of each trait.

	LOW			AVERAGE			HIGH		
	1	2	3	4	5	6	7	8	9
10. <u>Integrity</u> : trustworthiness, honesty, and loyalty	1	2	3	4	5	6	7	8	9
11. <u>Dependability</u> : promptness, reliability in attendance	1	2	3	4	5	6	7	8	9
12. <u>Responsibility</u> : willingness with which work is accepted and performed	1	2	3	4	5	6	7	8	9
13. <u>Initiative</u> : ability to plan and direct own work	1	2	3	4	5	6	7	8	9
14. <u>Judgement</u> : ability to make sound decisions	1	2	3	4	5	6	7	8	9
15. <u>Cooperation</u> : ability to work in harmony with others	1	2	3	4	5	6	7	8	9
16. <u>Leadership</u> : qualities of understanding people and directing work of others	1	2	3	4	5	6	7	8	9
17. <u>Attitudes toward work</u> : degree of enthusiasm with which one performs work	1	2	3	4	5	6	7	8	9
18. <u>Emotional stability</u> : poise and self-control	1	2	3	4	5	6	7	8	9
19. <u>Courtesy and friendliness</u> : shows genuine consideration and kindness towards others	1	2	3	4	5	6	7	8	9
20. <u>Personal appearance</u> : neatness, cleanliness, appropriate dress and grooming	1	2	3	4	5	6	7	8	9

21. Please list the strengths expected of a person having this employee's training, and check those possessed in a high degree by this employee.

- a) _____
- b) _____
- c) _____
- d) _____

22. Please list below behaviors displayed by this employee which could be considered weaknesses in the employee's training.

- a) _____
- b) _____
- c) _____
- d) _____

23. How many Oakton Community College trained Licensed Practical Nursing employees have been hired by your firm? _____

	Top 10%	Top 25%	Mid- dle	Bottom 25%	Bottom 10%
24. Compared to other Oakton trained Practical Nurses where would you rank this employee?	—	—	—	—	—
25. Compared to all your Practical Nurses, where would you rank this employee?	—	—	—	—	—
26. Compared to all other employees hired in the same capacity, where would you rank this employee?	—	—	—	—	—

OCC
Vocational-Technical
Graduate-Questionnaire
1977

Vo-Tech Program _____

Dear Oaktonite,

We are doing a study of OCC's Vocational/Technical programs. Former students in these programs are generous enough to share their Oakton experience with us. Some of these items are sensitive. We will provide strict security for your answers. We ask these questions because your responses are of great importance in our evaluation of Oakton's programs. The information you are providing is the best source of data on career progress available to Oakton's current students as they make their vocational decisions and program selections.

Please take a few minutes to answer our short questionnaire and send it back to us. Thank you for your help.

EBKirby, Ph. D.
Director of Instructional Research and Evaluation

P.S. If you have any comments or questions after finishing this survey, please use this sheet for them and enclose it when you mail back the survey.

EBK/sas
11/77

OAKTON COMMUNITY COLLEGE

Vocational-Technical
Graduate-Questionnaire

1977

Vo-Tech Program SELF

Instructions: For each item circle the letter which best gives your answer, unless there are specific item directions to follow.

Your Name: _____

Your Social Security Number: _____

Your Telephone Number: _____

If Employed:

Your Employer's Name: _____

Address: _____
(number) (street) (town) (state) (zip)

Business Telephone: _____

(1) Reason for not being currently enrolled at OCC:

- a. graduated
- b. obtained employment
- c. you goofed, I am currently enrolled at OCC
- d. other (please specify) _____

(2) Circle all letters in front of items related to your present job activity:

- a. my work is related to my OCC program
- b. I work full-time (35 hrs or more-hrs/wk)
- c. I work part-time (less than 35 hrs/wk on major job)
- d. I am not working now
- e. I am looking for a job
- f. I work on more than one job

(3) My current job is located:

- a. in Chicago
- b. out of state
- c. in Lake County, IL
- d. in Des Plaines, Morton Grove, Niles, or Skokie
- e. in Lincolnwood, Park Ridge
- f. in Wilmette, Evanston, Glenview, or Winnetka
- g. in Mt. Prospect, Wheeling or Arlington Heights
- h. in Suburban Cook County in _____

(4) The relationship between my Vo-Tech programs at OCC and my job is that the programs:

- a. were helpful and directly related to my job
- b. were helpful and slightly related to my job
- c. were not helpful and slightly related to my job
- d. were not helpful and directly related to my job
- e. were not at all related to my job
- f. doesn't apply; I am not employed

(5) My most helpful source in finding my first job after leaving OCC was:

- a. continuation of prior job
- b. College Placement Office
- c. Program Coordinator, or College Faculty
- d. public employment agency
- e. private employment agency
- f. friends or relatives
- g. others (please explain) _____

(6) Rate your Vo-Tech program at OCC in terms of how it prepared you for your present position. Following the key, circle the answer that best applies.

- 1 = Doesn't Apply
- 2 = Not at All
- 3 = Somewhat
- 4 = Well
- 5 = Very Well

1 2 3 4 5 a. Learning skills and competencies needed on the job

1 2 3 4 5 b. Knowing how to use job tools and equipment

1 2 3 4 5 c. Getting along with customers, clients, and other co-workers

1 2 3 4 5 d. Locating additional information needed on the job

1 2 3 4 5 e. Understanding employer-employee relations

1 2 3 4 5 f. Knowing how to get ahead in the job in this field

1 2 3 4 5 g. Giving me self-confidence

1 2 3 4 5 h. Giving me a realistic picture of what to expect at work

(7) Please rate your satisfaction with your job. Following the key, circle the answer that best applies.

- 1 = Highly Dissatisfied
- 2 = Dissatisfied
- 3 = Satisfied
- 4 = Highly Satisfied

1 2 3 4 a. salary

1 2 3 4 b. opportunity to advance

1 2 3 4 c. opportunity for raises

1 2 3 4 d. fringe benefits

1 2 3 4 e. opportunity for friendships with co-workers

1 2 3 4 f. communication with superiors

1 2 3 4 g. importance of job

1 2 3 4 h. opportunity to do things I was trained to do

(8) What credential

Check one (1) in each column.

Column 1
is required
for your job?

Column 2
was gotten
at Oakton?

Column 3
is your
credential?

- | | | | |
|---------------------------|-------|---|---|
| a. certificate | — | — | — |
| b. Associate degree | — | — | — |
| c. license | — | — | — |
| d. Bachelor's degree | — | — | — |
| e. none | — | — | — |
| f. other (please explain) | _____ | | |

(9) Each month my salary before deductions amounts to:

- less than \$500/month (less than \$6000/year)
- \$501 to \$700/month (\$6000 to \$8400/year)
- \$701 to \$900/month (\$8401 to \$10,800/year)
- \$901 to \$1,100/month (\$10,801 to \$13,200/year)
- \$1,101 to \$1,300/month (\$13,201 to \$15,600/year)
- \$1,301 to \$1,500/month (\$15,601 to \$17,800/year)
- More than \$1,500/month _____

My last raise in _____ 1977 was for \$ _____ a month. I
(month)

have worked for _____ and _____. My starting salary was
(years) (months)

\$ _____/year.

(10) Rate the following aspects of Oakton Vo-Tech courses

- 1 = Not Applicable
- 2 = Not Adequate
- 3 = Adequate
- 4 = More Than Adequate

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | a. the variety of courses |
| 1 | 2 | 3 | 4 | b. the introduction to areas of knowledge required by my career |
| 1 | 2 | 3 | 4 | c. characteristics of job activities in my field |
| 1 | 2 | 3 | 4 | d. job openings in my field |
| 1 | 2 | 3 | 4 | e. the emphasis on analysis and application of concepts versus memorization |

(11) May we have your current address if you would like to receive a summary of the survey.

Additional Comments:

(12) Should the content of the electronic courses be updated?

- Drastically
- Don't Know
- Somewhat
- Not at All

(13) Would you attend seminars at Oakton in order to update your specialty?

- Would not attend
- Would attend if convenient
- Mildly interested
- Very interested

(14) Would you suggest any changes in the curriculum?

- More math
- More lab
- Different materials
- Better equipment

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES